

[The Normal]

[Vol. 1 No. 4]

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# THE NORMAL.

Vol. I.

PROVO, UTAH, OCTOBER 15, 1891.

No. 4.

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PUBLISHED BI-WEEKLY DURING THE SCHOOL YEAR

BY THE  
NORMAL ASSOCIATION.

SUBSCRIPTION, \$1.00.

Contributions from the leading schools of this and surrounding Territories earnestly solicited.

Address all communications to

*THE NORMAL, B. Y. A., Provo, Utah.*

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## EDITORIALS.

### STUDENTS' LOAN ASSOCIATION.

#### ARTICLES OF AGREEMENT.

WE the undersigned and residents of the Territory of Utah, being desirous of associating ourselves together and forming a corporation under and pursuant to the provisions of the Act of the Governor and Legislative Assembly of the Territory of Utah, entitled "An act compiling and amending the laws relating to private corporations, approved March 13th, 1884, and the acts ammendatory thereof," do hereby associate ourselves together and agree as follows:

#### ARTICLE I.

The name of this Corporation shall be "The Students' Loan Association of Utah."

#### ARTICLE II.

The Corporation herein provided for shall exist for a period of Fifty Years.

#### ARTICLE III.

The object and pursuit of this corporation are and shall be loaning money for the purpose of aiding persons to attend school at the Brigham Young Academy and other places of learning; and shall have power to negotiate loans, take securities, hold real estate, take mortgages upon real and personal property, and to do all

things necessary to carry out the objects of this corporation.

#### ARTICLE IV.

The principal place of business and the general office of this corporation shall be at Provo City, Utah County, Utah Territory.

#### ARTICLE V.

The amount of the capital stock of this corporation shall be Ten Thousand (\$10,000) Dollars and shall be divided into Ten Thousand Shares of the par value of One Dollar each.

#### ARTICLE XIV.

The private property of the Stockholders of this corporation shall not be liable for corporate debts

#### ARTICLE XV.

It is further agreed by and between the Stockholders of the corporation that the whole of the dividends paid by this corporation to the stockholders, shall not excel in the aggregate the amount of Capital Stock paid into the corporation, and that whenever the dividends paid by the corporation equal the amount of the Capital Stock paid in. The Board of Directors shall have no power under this agreement to declare further dividends; but that the net earnings of the corporation thereafter shall be passed to a surplus fund.

REMEMBER, that far more valuable work can be done for the education of any human being, and especially of a girl, by reason of her threefold nature, between the ages of seven and fourteen, than between fourteen and nineteen. Let our girls remain girls till they have reached the estate of womanhood. Let their development be gradual and normal, not forced and spasmodic, and we shall have no hot-house flowers to fade and die at the first touch of the ruder air of real life, but blossoms that are the pledge of coming truth.—Sex and Education.

BY an oversight, G. H. Brimhall's name was not attached to the article on "Spelling" in last issue. The same practical teacher will contribute articles on Formal Studies and School Devices from time to time, and we would advise teachers throughout the territory to take



advantage of Bro. Brimhall's extended experience in the schoolhouse by studying his methods.

### UNEXPECTED HONORS.

WE have just seen an official communication, sent from Philadelphia, informing Prof. Cluff that he had been elected a member of "The American Society for the Extension of University Teaching," which has for its object "promoting the work of University Extension." This society proposes to establish a system of lectures by which those desirous of a college education and unable to attend college may be instructed in the various courses of higher learning. A local society organized at Philadelphia undertook a course of systematic instruction at several points in November, 1890, with wonderful success. More than forty courses of instruction, comprising 250 lectures, were given, and the attendance reached over 50,000.

The demand from a distance for similar courses was more than could be met, so the necessity of a national association arose and resulted in the organization of the present American Society. There are more than 30 members on the advisory committee, most of whom are presidents of Universities. Senator Stewart of Nevada is a member. These were honors unsought for as Prof. Cluff knew nothing of it till his certificate of election came. No doubt his friend Mr. Angell, Pres. of the University of Michigan, had something to do with it. THE NORMAL extends its congratulations.

IT was rather poorly attended, and should have been better; more enthusiasm ought to be manifested in a move like the one to establish a commercial paper. We have reference to the meeting of the students of the south side last Thursday evening. In union is strength, and unless the students take hold with a vim and work together it must needs be that a paper cannot be published. The printing costs money and this must be procured by means of advertisements and subscriptions. An organization was effected as follows: J. M. Jensen, (Academic) managing editor; Herman Martin, (Commercial) business manager; W. E. Rydahl, (Normal) law; Leo Bird, (Commercial) book-keeping; Monte Roberts, (Commercial) phonography and typewriting; Julia Farnsworth, (Academic) literature; G. A. Iverson, (Normal) business topics; May Bell Thurman, (Normal) local matters; J. S. Monsley, (Normal) industrial science; Andy Stewart, (Commercial) secretary and treasurer.

## VARIOUS TOPICS.

### Founder's Day.

1875. OCTOBER 16TH. 1891.

Grand celebration in honor of the establishment of the Brigham Young Academy. Services to be held in the meeting house, Provo. President A. O. Smoot, presiding.

The procession of students and faculty will leave the Academy at 10 o'clock a. m., headed by the Opera House Silver Band, and will march up to the meeting house, entering the yard at the north gates.

Visitors and friends will all be assembled in the meeting house by 10 o'clock sharp.

#### PROGRAM.

Singing by Academy choir.

Prayer.

Music by Opera House Orchestra.

Discourse—"Life and Labors of President Brigham Young," Hon. Geo. Q. Cannon.

Song—To the memory of Brigham Young.

Address—History of the B. Y. Academy, Dr. K. G. Maeser.

Music by orchestra.

Address by President A. O. Smoot.

Song by members of Fourth Ward Glee Club.

Speeches, sentiments, etc., from distinguished visitors present.

Singing by choir.

Benediction.

All friends of the Academy and education in general are invited to attend.

#### AFTERNOON.

At the close of the morning exercises a fruit festival will be served in the Academy building, tickets to which are 25 cents each. These can be obtained at the main entrance.

#### EVENING.

The regular Academy ball will be given in the evening, to which all receiving invitations will be welcomed.

The Union Pacific and Denver & Rio Grande Railways kindly offer excursion rates for the occasion.

### Commercial Meeting.

The members of Bro. Keeler's classes met in the Academic department last Wednesday afternoon to consider the advisability of publishing a paper to represent the Commercial department. Bro. Keeler presided and stated the object of the meeting. He thought the department could run a paper perhaps a third larger than THE NORMAL, and issue semi-monthly. Bro. Cluff



stated that any move to advance the interests of the Academy would meet his hearty approval. When THE NORMAL was established he had suggested that the Commerical college have an organ. He was not so much in favor of the teacher running a paper but wanted the students to take hold of the matter.

The Commercial department would grow and become very popular. It and the Normal departments would become the leading departments. In conclusion, the Prof. said he would render any assistance in his power should the paper be established.

Herman Martin desired to have a paper, but objected to excluding the other departments.

In explanation, Prof. Cluff stated that there would be no departments, as here, in the new building, but the studies would be laid out in courses, e.g. scientific, literary, mathematical, etc. Everything will resolve itself into the Commercial College and the Academy proper.

THE NORMAL was established for a purpose. It is to be the journal of instruction for young teachers; yet at the same time it will not refuse to publish anything of interest pertaining to the Academy. Mr. Martin withdrew his objections, and upon his motion the meeting proceeded to the election of a canvassing committee, as follows: Herman Martin, Monte Roberts and Andy Stewart.

The paper was christened the B. Y. A. Business Journal.

## What is the Rule for Plural Terminations in Grammar?

[Handy Helps.]

“Remember, though box in the plural is boxes.”

The plural of ox should be oxen, not oxes.

And remember, though fleece in the plural is fleeces,

That the plural of goose isn't geese nor geeses.

And remember, though house in the plural is houses,

The plural of mouse should be mice, not mouses,

Mouse, it is true, in the plural is mice,

But the plural of house should be houses, not hices;

And foot, it is true, in the plural is feet;

But the plural of root should be roots, and not reet.”

THE Book-keepers are progressing rapidly. A couple of reviews have been had which, on the whole, were satisfactory.

## REVIEWS.

### Books of the Normal Library.

EDUCATION AS A SCIENCE, by Alex. Bain, L. D. This book is one of the “International Scientific Series.” He treats on psychological and logical matters, showing the order of the unfolding of the faculties, and what influence that order should have in the arrangement of studies; there is a series growing out of the dependence of the subjects themselves, which occasionally becomes perplexed by disguises.

“Methods of Teaching” and “The Mother Tongue” are both so well treated that the reader becomes greatly fascinated. The subject of “Moral Education” brings into prominence those points where the teaching appears most ready to go astray.

The indirect method is best for moral instruction, because pupils would much rather be instructed in knowledge than be lectured to on virtue.

The use of fables and examples is evidently meant to avoid direct lecturing, and to reach the mind by insinuation and circumvention.

“Truthfulness is the moral quality we transgress when we tell a lie.”

“There is no external reward for it; it is pleasing to God, we gain a happy conscience; it is the duty we owe to our neighbor.”

Students studying psychology and logic will find it a great aid, and Prof. Cluff will be greatly delighted, I am sure, to find his students advancing a little faster in these branches.

IN the Normal Library is a small work which proves to be a manual of interesting information, which will certainly satisfy the curiosity of most people. It is composed of odd questions such as the following: What animal has eight eyes? What nation burned themselves to death? How many commanders has our army had? When was the black bird white? What became of the Treaty Tree of Wm. Pen? When was the year without a summer which the old New England farmers formerly referred to as eighteen hundred and starved to death?

Good and satisfactory answers are given to all questions.

Students, try to answer these questions. If you cannot, why, that is a sign you have not studied “HANDY HELPS,” by Albert P. Southwick, A. M.

WHERE would the very stones cry out?—In a howling wilderness.



# THEORY AND PRACTICE OF EDUCATION.

## Lessons in Elementary Psychology.

[BY B. CLUFF, JR., B. M. D., B. S.]

No. II.

**HOW TO STUDY PSYCHOLOGY:** It is well right on the start for us to consider the methods of studying our subject. Indeed, I think a teacher can spend with considerable profit to his pupils a few minutes at the beginning of every new subject in explaining the best methods of study, for much time is lost by every pupil at the commencement of a course in ineffectual attempts to get at his studies systematically.

**METHOD OF INWARD OBSERVATION, OR THE SUBJECT METHOD:** This is by far the most important of all methods. It consists in looking inward to the workings of one's own mind and in appealing to one's own experiences for a substantiation of psychological facts. Compayre in his *Elements of Psychology* says: "Of all the sciences, psychology is the one which is best adapted to be taught by the same method by which it was discovered,—by a perpetual return of man upon himself." We feel as others feel; we love, we hate as others do. The outward manifestations of others must be referred by us to ourselves for interpretation, and though we are sometimes mistaken, yet this subjective reference is our only guide.

**OBSERVATION OF OTHERS, OR THE OBJECT METHOD:** Valuable material for the student of psychology can be found in a close observation of others. Though the student may not be able to penetrate into the consciousness of others, he may at least devise their thoughts by their outward signs and expressions. Especially is it profitable to notice little children. How they play, and how they act. How their little minds develop from faculty to faculty, growing stronger as they grow older and are properly exercised. Yet all of these outward manifestations must be referred to our own mind for interpretation.

**HISTORICAL METHOD:** Profitable lessons are learned from the study of history. The great minds of the world show strong developments of some special faculty. Newton, for instance, represents attention strongly developed. In Caesar and Napoleon, ambition is prominent; in Descartes and Pascal, reason; in Shakespeare and other great poets, imagination. And it will readily be seen that a nation or a people emphasizes in its growth and development different faculties at different periods in the same

order and in the same way as does the individual as he advances from childhood to maturity.

**PHYSIOLOGICAL METHOD:** Physiology, especially that part which treats of the nerves and brain, can aid us materially. In recent years much study has been put on the brain to localize its functions, and, too, not without good results. The connection is so close between the brain and the mind that to a clear understanding of the latter the former must be understood, at least in part.

Before closing this subject, I will call attention to the fact that the study of psychology, like that of all other subjects, has a disciplinary as well as a use value. The mind is developed by contemplating its own state and experiences, just as it is developed in the study of algebra or philosophy, further, as a knowledge of our faculties will aid us in developing those faculties, we can well afford to contemplate and know ourselves, before passing to the knowledge of other things.

**REFERENCES:** Baldwin's, page 2, Diagram. Compayre's p. 13.

(Continued.)

## Natural Reading.

(By Bell Thomas in *The Teacher*.)

The following extract is from a letter headed "Unnatural Reading," which appeared in the December issue of the "Popular Science Monthly":

"In your issue of November appears a letter, calling attention to the method of teaching reading in our public schools.

"You say children are taught to read without spelling, recognizing each word by its appearance, and learning it as a detached fact. \* \* \*

"Permit me to thank you personally for having had the courage to bring this matter to the attention of your readers.

"The present natural method of teaching children to read is indeed an absurdity, and it is difficult to understand the reason and authority upon which such a system has been adopted."

In the letter from which I have made the above extract, one of the patrons of our public schools calls the attention of the parents to the unnatural reading of their children, and criticizes severely the "present natural method of teaching reading." If by "natural" reading the gentleman means the practice of teaching children to recognize single words, and requiring them to learn these as detached facts, then



we heartily agree with him in calling it an absurdity, and are ready to arise a protest against a practice that is not only making poor readers for our school rooms, but is fastening upon these learners a clog which will hinder them always in their attempt to get thought from a printed page.

The old A B C method has been relegated to the past; but let me ask how far in advance of this "good old method" has that teacher gone who forces her pupils to learn single words instead of single letters? What has been nature's method in teaching the little child to talk? Long before he could utter a word he talked through gestures in complete sentences, and those about him soon learned to interpret his wordless language. During this time his organs of speech were maturing, and when he uttered his first articulate word, it also stood for a complete sentence. His outstretched hands and the one word "ball" meant, "Give me the ball," as fully as though he had uttered each sound and word.

The sentence is the unit of expression; we cannot express a judgment, which is the simplest form of thought, without its taking that form. This is as true with the child learning to talk as with the adult in his mature thinking. In these early years he is dependent upon the sense of hearing in getting thought from those about him, and very soon he learns to listen for the thought, unconscious of the words. The eye has made him familiar with objects, as yet it knows nothing of symbols, except, possibly, the pictures in his story book.

In learning to read, the eye must be trained to a new habit, not to look at the printed word as an object made up of separate parts, but to see through this symbol the real thing for which it stands; in a word the eye should be so trained that it may do for the child, as he looks at the printed page, just what the ear had done heretofore.

So long as we teach children isolated words, we make these words objects of perception, and as a result we have unnatural reading accompanied by drawling tones, expressionless faces, and worse than all that, mental laziness, which is the *bête noire* of every thoughtful parent and enthusiastic teacher. Pupils in the advanced grades are constantly chided for their poor reading and inability to get thought from their histories, geographies or grammars. Some of these may, like Mr. Berthold's daughter, have a conscientious, helpful teacher, who vainly thinks she will lift them over the hard places so "reads daily with the class and dictates to them the principal words." Suppose, by this

process, the child does learn the form and pronunciation of these words, still, if he cannot look through these symbols upon mind pictures of real things, then the learning of these words merely will be time worse than wasted.

This unnatural reading, and the willingness of the teacher and the pupil to be satisfied with mere word learning, is the direct outgrowth of word-teaching in the very beginning of the child's school life. He is forced to learn to read as soon as he enters school, whether ready for the great change or not. Probably ninety per cent. of the little ones that enter school at five, or even six years of age, are not sufficiently matured to learn to read. But entering school means learning to read, write, and spell. Parents and school boards are inexorable upon this point; and teachers are ready to meet these demands, resort to various devices that will bring the desired results; their little pupils learn words as readily as they have learned other objects, and by the end of the school year, they can call at sight all the words in a prescribed book, while the getting of thought, the end and aim of all reading, is entirely lost sight of and under such conditions, the child cannot read intelligently even the simplest sentence.

If the child should spend the first year of school life in the hands of teachers skilled in the art of sense training, learning to read would become as easy as learning to talk; and with this he would acquire a power to gain thought which would be an impetus to him in all his future work.

(Continued.)

### Basis of the Teachers' Devotion.

(Tate's Philosophy.)

In order that a teacher should be thoroughly devoted to his work, he should be duly sensible of its importance; he should believe that the future character of a country depends upon the education of its children; he should be fully aware that, in the soft and virgin soil of their souls, he may plant the shoots of poison or sow the seeds of sweet-scented flowers or of life-giving fruit; he should realize the momentous thought that the little thoughtless prattling children by whom he is surrounded are to become the men of the approaching age. As a necessary consequence of all this he should carefully look to the predilections of children; that a child who is amusing himself with drawing triangles and circles may under proper training, hereafter become another Pascal; that little dirty urchin who is plucking flowers by the wayside may become the poet or the orator of his age; that thoughtful, feeble boy, who is



watching the effect of the storm as it blows and puffs from the tea-kettle, may become another Watt, destined to multiply the resources of our national wealth and power; that ruthless little savage, who is leading the mimic battles of the snow-storm may become (unless his evil tendencies are counteracted by education) another Napoleon, who may seize with a giant's grasp the iron thunderbolt of death, and on the wreck of a people's hopes and happiness build himself up a terrible monument of guilt and greatness.

The work of the soul-devoted teacher should not cease with the schoolhouse; the predilections and spontaneous ebullitions of feeling in children in their moments of leisure and play should be carefully watched by him, in order that he may encourage and aid the development of what may be good or useful, and be able to suppress, or direct into a legitimate channel, what may be evil or dangerous.

### Questions in Pedagogy.

1. Should children be required to learn by heart?
2. Of what benefit to the teacher is the study of Psychology?
3. What do you think about the introduction of the Kindergarten methods in the primary grade?
4. How can spelling best be taught in the intermediate grade?
5. What benefits would a knowledge of the laws of habit formation be to the practical teacher?
6. Define the words education, pedagogy, didactics, pedagogics.
7. State the difference between an educator and a teacher.
8. In which country and by whom were normal schools first established?
9. What is meant by the "indirect method" in instruction?
10. What great educator wrote the following: "We learn with great willingness from those we love?"

DAVID PERKINS PAGE was born at Epping, New Hampshire, on the 4th of July, 1810.

His early life was passed as a farmer's boy with few chances for mental improvement. Love of books was the master passion of his soul, but the father was determined that David should succeed him in the management of the farm, hence he deemed a college education unnecessary. When sixteen, the boy became so ill that friends despaired of him, but he begged his father that (if he recovered) he might go to

Hampton Academy, and prepare to become a teacher. This was an example of "the ruling passion strong in death" and the father could not refuse. He recovered, and, after attending the academy some months, became a successful teacher. He prepared his subjects thoroughly; he studied his scholars, their moral natures, and whatever would enlarge his sphere of thought, intelligence and usefulness.

His powers as an orator and debator were of a very high order. Soon he was appointed associate principal of the Newburyport High School, where he remained until December 1844, when he became principal of the New York State Normal School, laboring successfully till his death, June, 1848.

Mr. Page was a man of industry, perseverance, decision, energy, great executive ability, ready tact, and conscientious adherence to what he regarded as right. He left but one published work, "The Theory and Practice of Teaching."

Normals should study it carefully. The subjects are presented in a clear and attentive manner. Young teachers especially should pay particular attention to it.

## LOCALS.

### Visitors.

F. WEBSTER, Ceder City; J. A. Bagley, Idaho; J. S. Blain, J. F. Allred, Spring City, Osmer Flake, Arizona; Mrs. Rose, Miss Bee Rose, Soda Springs; Joseph Nelson, Goshen; Mrs. Leo Halliday, Newton Moyes, Provo.

LATE in the twilight: He—"I admit that your opinion has a very plausible appearance, but, between you and me"—She—"There is by far too little difference!" He has not smiled yet.

### Normal Items.

How many read the exchanges daily lying on table?

No Polysophical last Friday evening. "The Rally."

The remaining part of last week was a busy one, especially so with the faculty

The Pedagogical Questions, as found in No. 3 of THE NORMAL, were discussed by the Post Graduates and Seniors last week.

Archie Bevan (Post Graduate) has gone to take charge of the Levan school. We regret to part with so worthy a classmate, but no doubt



his labors in the field he has taken will bring him much pleasure. Success attend him.

Conference vacation\* thinned our ranks, but the conference for many was principally of a dual nature. They spent the time at home.

Quite a number of\* visitors are on the record of late. We hope the Normals, at least, are wide awake, making their calls as pleasant to them as possible.

Look out for spelling reviews!

Who says the B. Y. A. is not ahead on newspapers?

When is the excursion to the mountains to take place?

The various departments were photographed last Thursday.

After the instrument had been warranted, the teachers had their turn.

The Academy is becoming quite profitable to the printing offices in this city.

BRO. KEELER's remarks to the young ladies Wednesday morning were excellent.

The Latin teacher reports that he is well pleased with the progress of the class.

We have three or four Normals on the editorial staff of the *B. Y. A. Business Journal*.

BRO. ANDERSON spent his summer vacation in his office practicing and teaching type writing.

About thirty-six students were present at the business meeting of the Commercials last Thursday.

G. H. BRIMHALL has a decidedly original method of teaching arithmetic. Normals take notice.

Let us all unite to make Founder's Day worthy of remembrance through all succeeding ages.

A GREAT number of the students attended conference in Salt Lake City, many made a visit home.

The two days vacation for conference, resulted in only ninety-eight students being absent last Wednesday morning.

RECENTLY A. C. LUND, '91, of Ephraim accidentally ran a singletree hook into the instep of his right foot, tearing it in a frightful manner.

"Ma, de fiziology says yere dat de human body am imposed of free-fourths watah."  
"Waal, yo' bettah mosey off to school, an get outen dat hot sun, ur fust ting yo' know yo' be "vaporatin."

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"He is a great victor who conquers self."

MEN must be taught as though you taught them not.—FRANKLIN.

To be good company for ourselves we must store our minds with useful knowledge. Essay in General Theology last Wednesday.

THE Normal class is so large that it had to be divided into three sections in order to be photographed.

FOURTEEN hundred and fifty-five dollars worth of stock in the Student's Loan Association of Utah have been subscribed by Salt Lake parties.

THE car of furniture for the new building will arrive in Provo next Wednesday or Thursday on the R. G. W. track.

THE class in Standard Geography numbers 103. Mind journeys in Europe have been engaged in for some time past.

A DROP review was sprung on the class in U. S. History, which showed the members the necessity of cultivating the representative faculties.

It was rumored that one of the leading officers of the *Business Journal* declared to have nothing to do with the paper unless he got a certain office. He got it.

A LADY member of grammar wishes to know why Americans are opposed (in theory) to taxation without representation, when their practice is to tax woman and refuse them representation.

MISS FARNSWORTH and Miss Thurman were both nominated for Literary editor on the *Business Journal*. It rather nonplussed the students when called upon to vote for their choice as both candidates were very well qualified, and popular also.

By private letter from Thomas John, now studying in U. of M. at Ann Arbor, we learn that entrance "exams" are passed and solid lecture work has begun. Three hundred and six students were enrolled in the freshmen law class. Brothers John and Richard Lyman are rooming together at 7, Wilnot St.

"I AM a tanner," bold Arthur reply'd,  
In Nottingham long I have wrought;  
And if thou'lt come there, I vow and swear,  
I will tan thy hide for nought."

"Lord a mercy, good fellow," said jolly Robin,  
Since thou art so kind and free;  
And if thou wilt tan my hide for nought  
I will do as much for thee."

The above will give the flavor of Robin Hood poetry as recently studied in the Literature class.

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